



Year Group: 1

Term: Autumn 1

Subject	Learning
History	See Autumn 2
Geography	<p><b>Geography - Our School and Where we live.</b></p> <ul style="list-style-type: none"> <li>● To name and locate Peterborough on a map of the United Kingdom.</li> <li>● To discover the human features of children's local area.</li> <li>● To describe and understand the physical features of children's local area.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Use a simple picture map to move around school.</li> <li>● Use directional language (up, down, left, right, forwards, backwards) to navigate around a map.</li> <li>● Draw places they know are close to one another to form a basic map.</li> <li>● To use own symbols on a basic map.</li> <li>● Suggest simple geographical questions before taking part in teacher-led enquiries based on their interests.</li> <li>● To collect data as a whole class using a method chosen by the teacher.</li> <li>● To discuss their fieldwork findings as a class.</li> <li>● To discover their city is part of England and England is part of the United Kingdom.</li> </ul> <p><b>Key Vocabulary</b> Werrington, Peterborough, England, city, town, village, office, house, shop, forest, hill, river, soil, physical, human</p>
Art	Taught Autumn 2
RE	<p><b>Christianity</b> Why is belonging to God and the church family important to Christians?</p> <p><b>Key Vocabulary</b> Baptism, Christening, Christian.</p>
Science	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>● To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Key Vocabulary</b> head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot, sight, smell, touch, taste, hearing</p>
Working Scientifically	<ul style="list-style-type: none"> <li>● Asking simple questions and recognising that they can be answered in different ways</li> <li>● Observing closely, using simple equipment</li> <li>● performing simple tests</li> <li>● Identifying and classifying</li> <li>● <b>Using their observations and ideas to suggest answers to questions (TAPS 'REVIEW'– Body Parts)</b></li> <li>● Gathering and recording data to help in answering questions.</li> </ul> <p><b>Key Vocabulary</b> observe, observing, question, answer</p>
PE	<p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>● Drop and catch a ball after one bounce on the move.</li> </ul>

	<ul style="list-style-type: none"> <li>● Move a ball using different parts of the foot.</li> <li>● Throw and roll towards a target with some varying techniques.</li> <li>● Kick towards a stationary target.</li> <li>● Catch a beanbag and a medium-sized ball.</li> <li>● Attempt to track balls and other equipment sent to them.</li> <li>● Run, stop and change direction with some balance and control.</li> <li>● Recognise space in relation to others.</li> <li>● Begin to use simple tactics with guidance.</li> </ul> <p><b>Key vocabulary</b> Ready position, soft, swing, track, underarm, control</p> <p><b>School games value: determination</b></p>
PE with Total Sports	<p><b>Fundamental movement skills</b></p> <ul style="list-style-type: none"> <li>● Attempt to run at different speeds showing an awareness of technique.</li> <li>● Begin to link running and jumping movements with some control.</li> <li>● Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>● Throw towards a target.</li> <li>● Show some control and balance when travelling at different speeds.</li> <li>● Begin to show balance and co-ordination when changing direction.</li> <li>● Use co-ordination with and without equipment.</li> </ul> <p><b>Key vocabulary</b> Dodge, jog, skip, swing, ready position</p> <p><b>School games value: determination</b></p>
Computing	<p><b>Teach Computing Networking and Computer Systems focus:</b> Year 1 Computing systems and networks – Technology around us - Lesson 3 – developing mouse skills</p> <ul style="list-style-type: none"> <li>● I can use a mouse to open a program</li> <li>● I can click and drag to make objects on a screen</li> <li>● I can use a mouse or trackpad to create a picture</li> </ul> <p><b>Key Vocabulary</b> Computer, Chromebook, trackpad, click, double-click</p> <p><b>E-Safety:</b> Pixl Lesson 1 – The Internet Internet, website, online</p>
Music	<p><b>Charanga unit:</b> Hey You <b>Style of main song:</b> Old School Hip-Hop <b>Unit theme:</b> How pulse, rhythm and pitch work together <b>Performance focus:</b> Singing</p> <p><b>Listening:</b> Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Begin to describe and respond to music (dynamics-louder/quieter, tempo-faster/slower, pitch-higher/lower). Begin to articulate how changes in speed, pitch and dynamics affect the mood.</p> <p><b>Find the pulse:</b> March in time with the pulse. Be an animal that finds the pulse.</p> <p><b>Rhythms:</b> Copy and clap back rhythms. Clap the rhythm of your name over the track. Make up your own rhythm, from names, favourite colour or phrases.</p> <p><b>Sing:</b> Rap and sing Hey You in groups in time to the music.</p>

	<p><b>Play instruments:</b> Play a range of untuned percussion and play a glockenspiel accurately and in time to the music, as a performance, using one or two notes (C or C + G).</p> <p><b>Improvise:</b> using the notes C + G.</p> <p><b>Compose:</b> As a class create a simple melody using simple rhythms, choosing from notes C + D or C, D + E. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score). Invent, retain and recall rhythm and pitch patterns. Compose their own sequence of sounds or patterns.</p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, perform, shaking, scraping, rattling, tapping, tempo, dynamics.</p>
<p>PSHE and RSE  (highlighted objectives are statutory)</p>	<p><b>Core Theme 1: Health &amp; Wellbeing</b> <i>Healthy Lifestyles (physical wellbeing).</i></p> <ul style="list-style-type: none"> <li>• H1. about what keeping healthy means; different ways to keep healthy</li> <li>• H2. about foods that support good health and the risks of eating too much sugar</li> <li>• H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• H4. about why sleep is important and different ways to rest and relax</li> <li>• H5. simple hygiene routines that can stop germs from spreading</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> </ul> <p><b>Core Theme 3: Living In The Wider World</b> Shared responsibilities</p> <ul style="list-style-type: none"> <li>• L1. about what rules are, why they are needed, and why different rules are needed for different situations</li> </ul> <p>Media literacy &amp; digital resilience</p> <ul style="list-style-type: none"> <li>• L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>
<p>DT</p>	<p>Making Fruit salad:</p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul> <p><b>Key Vocabulary</b> Cutting, peeling, grating, healthy diet, plan, evaluate, fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, squeezing, choosing, ingredients</p>
<p>British Values</p>	<p>Rule of Law - Set school rules</p> <ul style="list-style-type: none"> <li>• 4S lines (silent, straight, smart, smiling)</li> <li>• 4Bs (Be kind, Be respectful, Be responsible, Be Your Best)</li> <li>• We walk everywhere in school</li> </ul> <ul style="list-style-type: none"> <li>• Class Rules (individual to classrooms/pupils)</li> </ul>
<p>SMSC</p>	<p>Time to reflect on reception achievements and discuss goals for Year 1. Harvest – Make comparisons between our harvest and food shortages in Africa.</p>